

Increasing Teachers' Work Engagement Through Servant Leadership, Organizational Culture, and Job Satisfaction

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Abstract

As an educational institution that teaches Christian values, Christian schools can play a role in building the character of the nation through education and science in accordance with Christian values. For those role it is necessary for the schools to employ committed human resources. Most of previously done research on work engagement involved factors of leadership style and job satisfaction, yet, very few included organizational culture. This research aimed to determine the effect of servant leadership, organizational culture and job satisfaction on work engagement. The research subjects were 63 teachers at junior high and senior high Christian schools located in West Jakarta. The research design used the path analysis through PLS-SEM method. The results showed that the servant leadership and organizational culture have a positive effect on job satisfaction and work engagement, but lacking evidence to prove the job satisfaction effects the work engagement. Therefore, to improve the teachers' work engagement, one need to pay attention on two key factors: the leadership style that serves from the principal and conducive organizational culture.

Keywords: *servant leadership, job satisfaction, organizational culture, work engagement*

Introduction

In the midst of the development of increasingly modern culture, every organization needs competent human resources who have a high level of engagement in the organization. Teachers who feel a strong engagement level with their organizations will have a high commitment in working to make companies more productive and increase competitiveness for global competition. However, teachers have their level of engagement according to factors that can affect teachers' commitment such as motivation, job satisfaction, leadership, diversity of colleagues, organizational culture, etc. (Colquitt, 2015). The article of Safaria and Yunastiwi concluded that there was an influence between work engagements on employee performance, and also showed that the work engagement related to leadership, organizational culture and motivation, servant leadership, organizational culture and job satisfaction.

A worker needs to show good performance with high work engagement. Work engagement itself is an important aspect for an organization because teachers who have high involvement, commitment and loyalty to the organization will have a positive impact on the organization. Teachers with a high level of involvement and commitment will reduce high

turnover and increase work productivity and quality. This can be understood because teachers who have good work engagement show comfort in the existing work culture.

Organizational culture is influenced by the environment and the relationship between leaders and subordinates, also among the teacher himself. Good relationships produce a pleasant work environment, mutual respect and mutual need. The Christian school which is the place of research has a unique culture that is formed by the five characteristics of a redeeming education system; education that has an awareness of sin, education that is centred on Christ, education that has an eternal perspective, education with a holistic subject and a discipleship education (Nadeak & Hidayat, 2017).

Job satisfaction is an important aspect in human resource management. Job satisfaction is the emotional state of a teacher whether feeling satisfied or not satisfied at work. Job satisfaction alone according to George and Jones (2012) is a collection of feelings, beliefs and thoughts about how someone responds to their work. Organizations that want teachers' commitment must also pay attention to the level of satisfaction of their teachers. Based on the description of the importance of organizational commitment for teachers as well as organizational commitment held by teachers in Christian Middle and Senior High Schools in West Jakarta, work engagement becomes the variable to be examined, and its relationship is analysed with several variables, such as servant leadership models, teacher perceptions of job satisfaction, and culture within the organization. Therefore, the research objectives is to find out whether the servant leadership has a positive effect and will increase work engagement through job satisfaction, and whether the organizational culture will produce job satisfaction through work engagement as well.

Material and Method

Work Engagement

Work engagement is a place in where teachers are to work and engage for their work and they can identify themselves psychologically with their work, and considers their performance important for themselves, other than for the organization. Teachers with high work engagement strongly favour the type of work done and really care about the type of work, which means that someone who have a high work engagement, they devote physically and psychologically to their work. While Newstrom (2011) provides an understanding of work engagement as a level where workers identify the organization and the desire to continue actively participating in it. In this case workers experience a feeling of being bounded with the company or organization. The work engagement according to Colquitt, et al (2015), 67) is

the desire of some workers to remain members of the organization. Work engagement owned by a person will affect whether a worker remains a member (retained) or leaves the organization for another job (turns over).

Schermerhorn, et al (2011) suggested that there are two main dimensions of work engagement that are closely related to organizational commitment, namely: rational commitment and emotional commitment. Rational commitment reflects that the work provides services to the financial, development and professional interests of individuals. Emotional commitment reflects the feeling that what someone does is important, valuable, and provides benefits for others.

In some previous studies of work engagement, work engagement can be influenced by several aspects, such as in the research conducted by Turkmen and Gul (2017) that confirmed that servant leadership has a positive and significant influence on teacher work engagement. Raman, Ying, and Khalid (2015) in their research showed that organizational culture (school culture) had a positive and significant effect on organizational commitment (teacher commitment). So from the results of these studies some evidence shows a relationship between work engagement and organizational commitment.

Servants Leadership

Robert K. Greenleaf (2002) who introduced leadership serving in his book said that great leaders are seen in their past ministry and simplicity is the key to its success. While Paul Cedar (1987) says that the Leader who serves begins with heart, attitude, and motivation. The Cedar confirmed that the uniqueness of servant leadership must start from our hearts as leaders. Thus, it can be interpreted that servant leaders are leadership who have humility, and prioritize the interests of others rather than self-interest and are able to empower others in running the organization to achieve common goals rather than personal interests.

Hale & Fields in Northouse (2013) said that leaders who serve always put the interests of followers above their own interests, and always try to develop followers. Spears (2002) says that the leader who serves is the leader who prioritizes service, developing from one's natural feelings to serve and to put the service first. Furthermore, consciously, this choice brings aspirations and encouragement in leading others. While Wheeler (2012) argues that serving leadership is not a technique or leadership activity but rather a philosophy about life and how it influences others. Based on those previous explanation, servant leadership can affect organizational commitment and that servant leaders are able to build the commitment of teacher organizations (Setyaningrum et al, 2017). In addition, according to Eva and

Sendjaya in (Sendjaya, 2015) explained the results of their research that servant leadership has a significant effect on teacher job satisfaction. Harwiki (2013) in his research explained that servant leadership influences organizational culture.

Job satisfaction

Job satisfaction is a mirror of the level at which someone likes his job. McShane and Von Glinow (2010) view job satisfaction as someone's evaluation of the job and the work context, namely how to assess the characteristics of work, work environment, and perceived work experience. Whereas Colquitt et al (2015) state that job satisfaction is a level of feeling of pleasure obtained based on an assessment of one's work or work experience. In other words, it reflects how a person feels about his work, and what is thought about the job. Thus, job satisfaction is a teacher's happy feelings resulting from an evaluation of the work done and self-fulfilment that is of positive value to him or her.

Colquitt et al. (2015) describe several categories of values that lead to job satisfaction, namely: pay satisfaction, i.e., workers' feelings about the payment they get, promotion satisfaction, namely the feelings of workers regarding promotional policies in the organization and its execution process, supervision satisfaction, namely the feelings of workers towards superiors, including whether the superior of the organization is competent, polite, and communicates well. Co-worker satisfaction, namely the feelings of workers towards their co-workers, including whether colleagues in the organization are smart, responsible, very helpful, fun, and interesting, and satisfaction with the work itself, i.e., workers' feelings about their actual duties and work, including whether the job is challenging, interesting, respected, and uses skills. As explained by Colquitt et al. (2015) that job satisfaction can affect teacher commitment. In addition, research conducted by Kaur (2018) that job satisfaction can be influenced by servant leadership. Research conducted by Bigliardi and Dormio (2012) also states that organizational culture positively influences job satisfaction. Leh and Ibrahim (2019), found that there was a significant influence between work environment feedbacks on job satisfaction.

Organizational Culture

According to Tagiuri and Litwin in Wirawan (2009), organizational culture is a quality of the organization's internal environment that is relatively ongoing, experienced by members of the organization, influencing their behaviour and can be described in terms of a set of characteristics or characteristics of the organization. Wirawan (2009) also wrote that organizational culture is the perception of members of the organization (individually or in groups) and those who are constantly in contact with the organization about what is or

happens in the organization's internal environment routinely, which influences organizational attitudes and behaviour and the performance of members of the organization which then determine the performance of the organization.

Robert Stringer (2002) states that there are five factors that influence the occurrence of culture in an organization, namely the external environment, strategy, leadership practices, organizational settings, and organizational history. Each of these factors is very decisive, and therefore people who want to change the culture of an organization must evaluate each of these factors. Based on previous definitions, it can be summarized that organizational culture is influenced by the leadership styles that are applied, for example. Ocatviana and Silalahi (2016) states that the transformational leadership style, a model of organizational culture, with its 7 principles / characteristics is very suitable to be applied in schools.

Organizational culture also has a positive influence on teacher job satisfaction (Bigliardi and Dormio, 2012). As explained by Colquitt, et al (2015) when teachers feel that their values and personalities match organizational values, job satisfaction levels will be high. Raman, Ying, and Khalid (2015) also said that organizational culture (school culture) had a positive and significant effect on organizational commitment (teacher commitment). In addition, Koesmono (2014, 34-36) in his research showed that organizational culture has a significant influence on organizational commitment.

Methods

This study uses a correlational model of 4 variables: servant leadership, organizational culture, job satisfaction, and work engagement with the research subject of 63 teachers in a secondary school. The instrument used in this study was a 76 questionnaire multiple choice items about statements regarding the four research variables. This variable uses a Likert scale of one to four, namely 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The data were analysed using the path analysis method of the PLS-SEM model using SmartPLS 3.0 software. The research model followed through two important stages, namely analysing the measurement model (outer model) and structural model (inner model). An outer model analysis is performed to assess the construct validity and reliability. Validity is done through convergent and discriminant validity of the indicators forming latent constructs. In pre-testing the inner model, three types of tests will be carried out, namely multicollinearity analysis, determination coefficient analysis (R^2) and path coefficient analysis.

Results and Discussion

Respondent characteristics were gender, age, education, and length of work. The proportion of respondents from this study were more women (55%) than men (45%). Most teachers are of 40-49 years old (29%), 39 years old (37%), followed by teachers aged of 20-29 years (25%). In education level, the majority of teachers hold a bachelor's degree (80%), the rest have a master's degree. Teaching experience data showed more than half of teachers have taught more than 10 years (52%). There are 20% of teachers who have taught for 4-6 years, and only 1-3 years have taught 23%. The smallest percentage (12%) of teachers have taught for 7-9 years.

Following are the results of data applied to the PLS-SEM method using the SmartPLS 3.0 application.

The outer model

Based on the results obtained, from a total of 76 statements, 31 statements were valid because the AVE values are above 0.50 as seen in table 1 below.

Table 1. Convergent Validity Test

Variable	AVE
Work Engagement (WE)	0,515
Servant Leadership (SL)	0,522
Organizational Culture (OC)	0,507
Job Satisfaction (JS)	0,513

Discriminant validity is done by comparing the square root of AVE for each variable and they must be greater than the correlation between variables in the model. The data in Table 1 can be used to test discriminant validity by using the AVE square root value column as shown in the table below.

Table 2. Discriminant Validity Test

	OC	JS	WE	SL
OC	0,712			
JS	0,706	0,716		
WE	0,669	0,707	0,722	
SL	0,663	0,584	0,607	0,720

The data on table 2 showed that servant leadership, Organizational Culture, Job Satisfaction and work engagement all have a very good discriminant validity.

The Composite Reliability value of each variable must be above 0.70 so that the research instrument is reliable. The instrument reliability test results in this study indicate that all four instruments are reliable, see Table 3 below.

Table 3. Reliability Test

Variable	Composite Reliability
<i>Work engagement</i>	0,807
<i>Servant leadership</i>	0,908
Job Satisfaction	0,838
Organizational Culture	0,839

The next step is to test the inner model. This test involves a multicollinearity test, the suitability of the model test, and the value of the path coefficient of the latent variables.

Multicollinearity test is done by calculating the value of VIF whose results are summarized in the following table 4.

Table 4. Multicollinearity Test

Exogenous Variables	VIF	
	Job Satisfaction	Organizational Culture
Work engagement	1,808	2,309
Organizational Culture	1,808	2,647
Job Satisfaction		3,206

The percentage of variance is explained by looking at the R-square value of each endogenous variable, in this case is the job satisfaction and work engagement. The following table 5 are the results of the calculation of the variance of the two variables:

Table 5. Model Suitability Test

Variable	R-Square
<i>Work engagement</i>	0,488
Job Satisfaction	0,688

Hypothesis testing of the correlational model by the PLS-SEM method is done by looking at the value of the path coefficient. The path coefficient between exogenous variables and endogenous variables can be seen in Table 6 below.

Table 6. Path Coefficiencie

Path	Coefficient
<i>Servant leadership</i> → Job Satisfaction	0,395
Organizational Culture → Job Satisfaction	0,592
<i>Servant leadership</i> → <i>Work engagement</i>	0,289
Job Satisfaction → <i>Work engagement</i>	0,017
Organizational Culture → <i>Work engagement</i>	0,457

The correlational model and the path coefficient can be seen in the Figure 1 below.



Figure 1 Correlational Model and Path Coefficient calculated by SmartPLS 3.0

Discussion

First, the results showed that the servant leadership variable had a positive influence on the job satisfaction variable ($r = 0.395$). This is consistent with what was done by Sepahvand, et al (2015) who stated similar research results, namely servant leadership had a positive effect on job satisfaction. This servant leadership factor affects job satisfaction sufficiently, but is not too significant. Second, the results showed that organizational culture variables had a positive effect on teacher job satisfaction variables, with a path coefficient of $r = 0.512$. This means that employee's job satisfaction increases as the organizational culture increases in the school. This result supports previous research conducted by Hashemi and Sadeqi (2016) who also analysed the relationship between organizational culture factors and job satisfaction among employees of government departments in Divandarreh, India. They confirmed that there exists relationship between organizational culture and job satisfaction. This study revealed also the relationship between organizational culture and job satisfaction with a fairly moderate value. Third, the results show that the servant leadership variable had a positive effect on the teacher's work engagement variable with a path coefficient of $r = 0.289$. This means that work engagement increases as Servant leadership increases in the school. The results of this study support previous research conducted by Koesmono (2014) where

leadership and job satisfaction have a positive influence on the level of work engagement of an organization.

Fourth, the results also showed that organizational culture had a positive influence on teacher work engagement with a path coefficient of $r = 0.457$. This means that the teacher's work engagement increases as the organizational culture improves in the school. In line with the results of this study, the results of previous studies conducted by Jeevan Jyoti (2013) also stated the positive influence between organizational culture and job satisfaction on teacher work engagement. This is what makes teachers want to be actively involved in every activity because it has the same values that are illustrated through the vision and mission of the school.

Fifth, the results revealed that the job satisfaction had a positive effect on the teacher's work engagement with a path coefficient of $r = 0.017$. This very small correlation value indicates that the effect of teacher work engagement is so small that it can be said to be no significant. This means that the results of the analysis showed that there is a lack of evidence in concluding that teacher engagement works increase with increasing job satisfaction at the school. The results of this study support previous research conducted by Parwita (2013) which stated that there is a positive influence between job satisfactions on work engagement. Noting the insignificant results of the effect of job satisfaction on work engagement, it can be interpreted that there is no direct influence of job satisfaction on work engagement. Furthermore, these results can be interpreted as that servant leadership and organizational culture directly influenced on the work engagement and not through job satisfaction factors. How much do exogenous variables contribute to endogenous variables? Discriminant value $d = 0.488$ on the variable job satisfaction shows that teacher job satisfaction is contributed by 48.8% of servant leadership and organizational culture, the remaining 51.2% is caused by other factors. Discriminant value $d = 0.688$ on the work engagement variable shows that the three variables, servant leadership, organizational culture, and job satisfaction accounted for 68.8% of work engagement and the remaining 31.2% was caused by other factors. Given that the effect of job satisfaction on work engagement is not significant, this model can be interpreted that only servant leadership and organizational culture influence the work engagement. The results of this study are slightly different from the results of the research Kembau, Sendow, Tawas (2018) which clearly stated that teachers' job satisfaction is significantly correlated with work engagement.

Teachers' engagement work is a very important factor in school. Therefore, in general the school wants the teacher to be involved in every activity both in the classroom and

outside the classroom. The results of this study indicate that to increase teachers' engagement work, they can choose the principal who serves (servant leadership) and build a conducive school culture. Both of these factors can simultaneously increase teachers' job satisfaction. These results confirm the results of research by Man and Hadi (2013) and Sharma and Yadav (2018).

Conclusion

The results of this study stated that the servant leadership and organizational culture each had a positive effect on job satisfaction. In addition, servant leadership, organizational culture, and job satisfaction each has a positive effect on teachers' work engagement. Thus, it can be concluded that improving teacher perceptions about servant leadership, organizational culture and job satisfaction influences teacher engagement in school. Improving teachers' perceptions of servant leadership and organizational culture affects the level of job satisfaction of teachers.

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